



## CPD Module 1 Lesson Plan: Inclusion and Diversity Management

Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><b><u>Workshop Opening:</u></b></p> <ul style="list-style-type: none"> <li>• Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training.</li> <li>• The facilitator briefly introduces their name, where they are from and why they are there. They toss a ball of string to a participant asking them to do the same, and then hold one end of the ball of string and tosses it to a participant on the opposite side of the circle and so on. The last person with the string must return to the beginning by recapping the predecessor's name and interests until the string is completely rewound. The goal is to get the names and some characteristics of the other members of the group known in a short time.</li> </ul>	30 minutes	<ul style="list-style-type: none"> <li>• Training Venue.</li> <li>• Flip chart and markers.</li> <li>• signature sheet.</li> <li>• Ball of string.</li> <li>• Laptop, PPT and display screen</li> </ul>	Participants will engage in all group activities
<p><b><u>Activity 1: Introduction to Inclusion and diversity management - Step Apart, Step Together</u></b></p> <p>The goal of this activity is to get participants acquainted with inclusion in the workplace and its effects through active participation.</p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Let two team members be in the spotlight, facing one another.</li> <li>• <b>Step 2:</b> The rest of the team will call out things like place of birth, staple food, hair colour, and even religion.</li> </ul>	35 minutes	<ul style="list-style-type: none"> <li>• Laptop, PPT and display screen</li> <li>• Flip chart and markers.</li> </ul>	Participants will engage in all group activities



<ul style="list-style-type: none"> <li>● <b>Step 3:</b> The two team members must take a step apart if they feel they differ concerning the characteristic mentioned. Where the two participants feel they share the characteristic, they can step back closer together.</li> <li>● <b>Step 4:</b> Repeat the exercise with other pairs of employees/students.</li> </ul>			
<b>BREAK</b>	10 minutes		
<p><b><u>Activity 2:</u></b> <b><u>WHY ARE YOU UNIQUE?</u></b></p> <p>Participants should gather around in a circle. The aim of this exercise is for each participant to state what makes them unique from everyone else in the room and to fully understand how diverse the group is.</p> <ul style="list-style-type: none"> <li>● <b>Step 1:</b> Start with one participant and ask them to complete the sentence “I am unique because.....”</li> <li>● <b>Step 2:</b> Go around the circle and ask each person to say what makes them unique or sets them apart from the rest of the group.</li> <li>● <b>Step 3:</b> Once you get back around to the person who started, get them to repeat the unique statement the person directly to their left made and so on...</li> <li>● <b>Step 4:</b> Once each participant has explained what their neighbour said made them unique, they should reflect as a group on what the exercise has taught them about their colleagues and things they hadn't</li> </ul>	30 minutes	<ul style="list-style-type: none"> <li>● Laptop, PPT and display screen</li> <li>● Flip chart and markers.</li> </ul>	Participants will engage in all group activities



<p>realised and how finding this information out made them feel.</p>			
<p><b>BREAK</b></p>	<p>10 minutes</p>		
<p><b><u>Activity 3: Misperceptions</u></b> Ask participants to think about a time when somebody or several people misperceived something about them or made assumptions about them based on what they thought they knew about them.</p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Ask participants to work in pairs and carefully consider a time when somebody assumed something about them that was totally wrong.</li> <li>• <b>Step 2:</b> Each participant should explain the assumption to their partner – <b>be sure to make it clear that participants should only talk about something they do not mind bringing up to the group!</b></li> <li>• <b>Step 3:</b> The participants then in turn explain the assumptions that were made about their partner and why to the whole group.</li> <li>• <b>Step 4:</b> Ask the group to reflect on their own and the group’s personal experiences and to consider how it easy it is to pre-judge people based on what we perceive about them and our own backgrounds.</li> </ul>	<p>50 minutes</p>	<ul style="list-style-type: none"> <li>• Laptop, PPT and display screen</li> <li>• Flip chart and markers.</li> </ul>	<p>Participants will engage in all group activities</p>



<b>BREAK</b>	10 minutes		
<p><b>Activity 4: Role-play</b>  <b>Scenario:</b> you are organising an online meeting for colleagues from across Europe. You need to organise a 1-hour meeting that is going to be most suitable for everyone, considering time differences and other factors.</p> <p>Jane from the UK works from 9.30 – 17.00pm Monday-Friday with a lunch break at 13.00-14.00 (time zone CET - 1). She has a standing 1-hour appointment at 10.00 each day with her team. She is organising the pan-European meeting.</p> <p>Elena from Romania works from 8.00 – 16.00pm Monday Friday with a lunch break from 13.30-14.30 (time zone CET +1)</p> <p>Sajid from Germany works from 8.00 – 18.30pm Monday-Thursday. He takes lunch from 13.00-14.00 and enjoys Muslim prayer at 31.11 and 17.34 pm (time zone CET)</p> <p>João from Portugal works from 10.00 – 16.30pm Monday – Friday. He takes lunch from 14.00-15.00 and must leave at 16.30 sharp to pick up his kids (time zone CET-1)</p> <p><b>Step 1:</b> In groups of 4, each person should take on the identity of one of the four people above and discuss/debate what time they should schedule the 1-hour meeting for. Try to add as much context and information to the identity of</p>	60 minutes	<ul style="list-style-type: none"> <li>• Laptop, PPT and display screen</li> <li>• Flip chart and markers.</li> </ul>	Participants will engage in all group activities



<p>each persona during the conversation and why their culture makes the meeting time important to them.</p> <p><b>Step 2:</b> Once you have finished discussing, report back to the group what you found and what was the final decision and why?</p> <p><b>Step 3:</b> Reflect on how cultural diversity has an impact on working groups and how we can ensure that organisational culture remains inclusive of all different backgrounds.</p>			
<p><b>BREAK</b></p>	<p>10 minutes</p>		
<p><b><u>Workshop Closing</u></b> To get feedback on the workshop, it is necessary to put everything back in order. This way, the participants' opinions will still be fresh. Also, prepare a small questionnaire for them to fill in. Not only will this questionnaire provide valuable insight into teaching practices, but it will also help participants consolidate what they learnt during the workshop. The questionnaire will not take too long, but you should reserve enough so guests can write down what they think about what they have just learnt.</p> <p>Conclude with the following questions:</p> <ul style="list-style-type: none"> <li>• What was the purpose of the workshop? Do you think the purpose was achieved?</li> <li>• Did you improve your skills in inclusion? If yes, how?</li> </ul>	<p>25 minutes</p>	<p>Questionnaire for each participant.</p>	<p>Participants will engage in all group activities</p>



<ul style="list-style-type: none"><li>• Which activities do you think were the most useful? Which ones were the most fun?</li><li>• How do you think we can improve the workshop in the future?</li></ul>			
<b>Total duration of the lesson</b>	<b>4.5 hours</b>		